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ABSTRACT

An action research project was conducted in a fourth-grade classroom (21 students) to determine whether collaboratively created rubrics and authentic assessment strategies such as simulations, portfolios, and models are valid, authentic, and equitable measurement tools that will raise a student's self-esteem through the assessment process. An underlying factor was the use of the Inquiry Method of teaching science in the school district. Data came from a Multiple Intelligences survey that was used to determine the dominant intelligence factor within the classroom and for individual students and surveys developed for the study to measure students' responses to aspects of the authentic assessment approach, such as student attitudes toward standardized and performance-based assessments. Students completed both types of tests, and their performance on both was measured. Students were also interviewed about their attitudes toward the types of tests given. Allowing the students more opportunities to apply their knowledge appeared to make them more active participants in the evaluation of their work. Parents of these students were also generally pleased with the mix of standardized and performance-based testing. Students were able to see tangible evidence of their work as they analyzed their strengths and weaknesses and planned to address areas that needed strengthening. The alternate assessments also allowed the recognition of the dominant intelligences of individual students. Seven appendixes present additional study information and student self-assessment samples. (SLD)

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ED 460 165

Authentic Assessment Strategies in Fourth Grade

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EDU: Collaborative Action Research

Marygrove College

November 20, 2001

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Authentic Assessment Strategies in Fourth Grade

Introduction

This study was conducted by Linda Biondi, a fourth grade teacher at Sharon Elementary School in Robbinsville, New Jersey. Robbinsville was predominately a rural community, but in recent years has experienced a substantial population growth, especially within the school system. Presently, the school system consists of a kindergarten through fourth grade elementary school, and a middle school which consists of classes from fifth grade through eighth grade. Because of the rapid growth of the district, an addition to the middle school is being planned, with the intention to move the fourth grade classes to the middle school.

Classes at Sharon School are heterogeneously grouped by homerooms, and include students with special needs. The average number of students assigned to a homeroom in Sharon School is 20.0, below the state average of 21.4. The student mobility rate, percentage of students who entered or left the school during the school year, is 6.3% during the school year of 1999-2000, compared to the state average of 14.3%.

Within my classroom of twenty-one students, several students receive compensatory assistance from the Special Education program, one student is enrolled in the Gifted and Talented program, and eight students out of one hundred and forty-four students were chosen to be participants in the Math Olympiads, a competitive math program that is limited to twenty students.

Just as the student population has grown, the needs of the students in my classroom have grown as well. As a result of families becoming mobile and relocating more often, the

ethnic and socio-economic diversity of the school has also changed. In order to meet the needs of these students, I have implemented a course of instruction that is structured to meet the various learning styles of the students. After discussions with faculty members and the administration, along with relevant research, I determined that it was imperative to also provide alternative authentic assessments to judge that the students' academic performance match my instructional practices and philosophy.

Because of the diversity of students in the district, intellectually, socio-economically, and ethnically, and to effectively assess and analyze their comprehension of the curriculum, I chose alternate assessments during this study, which would evaluate not only their mastery of the material, but also measure their ability to make the necessary connections and applications to real life experiences. These alternative assessments would include, but not be limited to, portfolios, interactive journals, oral interviews, and simulations. It was likewise critical that these assessment strategies be an ongoing part of the instructional program, with direct student and teacher collaboration.

Based on my literature review, I decided to offer strategies for assessment that would be more student-centered and closely aligned with the instructional objectives of the lesson. During the course of this research project, the students were administered a variety of assessments, such as portfolios, open-ended or extended response exercises, narrative progress reports, and collaborative and individual projects, as well as standardized and teacher created tests, to determine their mastery of the curriculum presented.

In order to measure the correlation between the introduction of performance assessments and self esteem, the students were asked to monitor their perception of success on an evaluation activity by completing self-reflection task sheets. These

sheets were attached to their completed tests but were not viewed by me until I had completed my own determination of their mastery of the knowledge.

Research Process

The focus of this action research study is to determine whether the collaboratively created rubrics, as well as authentic assessment strategies such as simulations, portfolios, and models, are valid, authentic, and equitable measurement tools which will raise a student's self esteem in the process. *Alternate assessments* are criterion-referenced and determine what a student knows in a way that is not standardized and is based on activities that represent tasks typical of real-life settings. *Performance assessment* is a form of an alternative assessment in which a student demonstrates specific skills and competencies in relationship to a pre-determined set of standards. *Portfolio assessment* is defined by the use of records of a student's work over time and in a variety of methods that show the development and mastery of their ability.

An underlying factor that provided the impetus for my Collaborative Action Research, was the district's focus on using the Inquiry Method of teaching science. As I observed the students performing scientific experiments through the inquiry method, I recognized that the students were becoming more engaged in the project-based model of teaching and were assuming a more active role in the scientific process. In order to effectively implement this program, I knew that I needed to provide student performance assessment methods that were equally as interactive,

such as portfolios, hands-on performance tasks, science logs, and video tape presentations.

In order to begin my research and formally integrate my collaborative action plan in my fourth grade classroom, I needed to create problem statements and research questions to guide me as I began my project. I included forms of data collection such as attitude inventories, questionnaires, skills checklists, and anecdotal records .

I began with administering a questionnaire to each student to determine which of Howard Gardner's Eight Multiple Intelligences was dominant (See Appendix B). An assessment of the responses showed that the students recognized their strengths as predominately Mathematical/Logical and Spatial. In addition, to determine the effect of whether students being actively involved in the assessment process had a impact on the their interest in reading, each student was given a reading self-reflection questionnaire which was reviewed weekly to determine if there was any change. This was given to provide insight to whether the use of authentic alternate assessment strategies would influence a student's perception of their reading ability and raise their interest level (see Appendix C).

To determine whether performance based assessments, as a supplementary method of assessing student mastery of the curriculum, would raise the students' self esteem as well as be an equitable measurement tool, I also focused my research and data collection on the comparison of students' images of how they felt that they performed on a specific assessment, as opposed to my assessment of their performance. In order to compare their perception of their final results on various types of tests as opposed to my final evaluation, I

attached a self-reflection questionnaire to log their perceptions of their progress on evaluations(See Appendix D and E). I felt that the self-reflection questionnaire would be more valid if it was administered on a periodic basis, rather than on a continual basis.

Although several teacher-based rubrics were administered during this time, the majority of the rubric based assessments were generated by the students. To ensure the validity of the proposed rubric, the students were clearly made aware of the purpose and objectives of each assessment. Next, scoring criteria were developed by the students to address each objective. The students then brainstormed and listed various components that they deemed necessary to produce a quality piece of work. After the criteria were established, the class voted to determine the point value of each item. Each student was given a copy of the collaboratively created rubric as a guide and self-reflection tool while being completing the task at hand.

To determine if the self-evaluation would result in a higher level of self-confidence, thereby raising the students' self esteem, several classroom conferences were conducted, as well as the administration of a student questionnaire. The informal conferencing provided me with feedback from the students regarding their observations of the ongoing assessment process. In addition, a student questionnaire was administered at the conclusion of the research project, that would give me insight as to the students' perceptions of the validity of performance based assessments, as opposed to standardized tests.

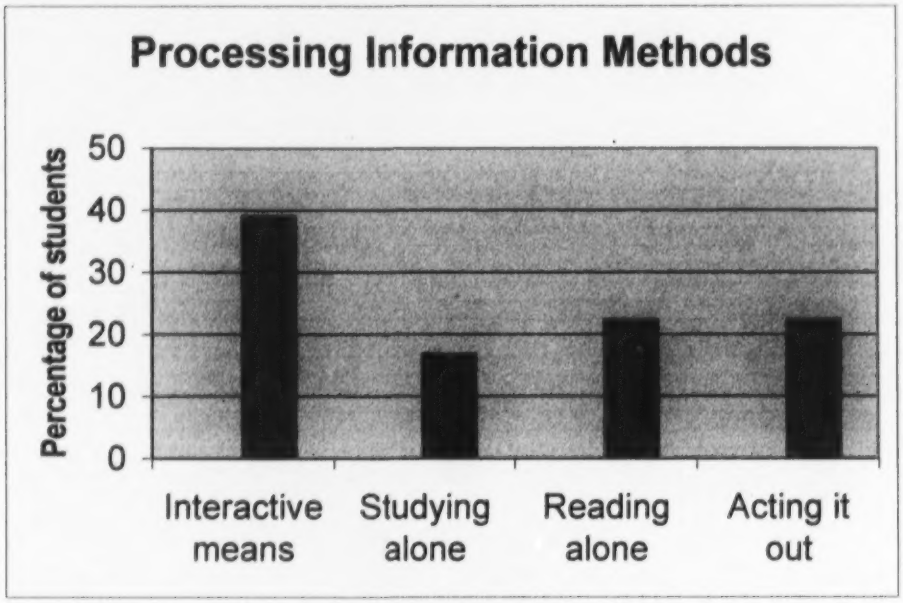
Part III: Data Analysis

The data analysis consisted of a Multiple Intelligence survey that measured the dominant intelligence according to Howard Gardner's Multiple Intelligence criteria, student questionnaires and teacher and student conferences, anecdotal records, parent feedback, and student performance checklists. An analysis of the Multiple Intelligence survey which was administered to the students at the beginning of this research plan, served to measure the dominant intelligence according to Gardner's criteria. This was completed by the students in order to determine the dominant intelligence factor within the classroom, as well as in each student. This questionnaire laid the foundation for the action research because it made the students more aware of their individual talents. After evaluating their responses, I determined that the dominant intelligence of the classroom was that of Mathematical/Logical and Spatial Intelligences.

A student questionnaire also revealed that 38.9% of the students felt that they were able to process information more readily by interactive means such as classroom discussions of the material, 16.7% of the students felt that they were able to process information by studying alone, 22.2% of the students felt that they were able to process information better by reading alone, and 22.2% felt that they were able to process information better by acting it out. Figure 1 illustrates the findings of the student questionnaire.

Figure 1

Students' perception of methods of processing information--October 3, 2001



During the course of the study, several other surveys were administered such as skills checklists, attitude inventories, anecdotal records, student and parent feedback during individual conferences, and cumulative portfolios. Table 1 provides an analysis of the students' attitude inventories. The students became active participants developing performance based rubrics as an evaluative measurement. Although the students were initially apprehensive about the task, they became quite proficient in their determination of key elements of a polished product. During informal classroom and individual conferences, student reaction was quite positive, many of the students verbally acknowledging their enjoyment of feeling independent and worthwhile, feeling a sense of maturity, and comfort in knowing what was expected of them.

Table 1

Response to survey administered to students to students—November 8, 2001

Survey question: Does creating a rubric with the class help you as you complete an assessment?	**Number of Students**	**Percentage of students**
Helps me a great deal when I know how I will be Graded	14	87.5%
Helps me a little because I know how I will be graded	1	6.25%
Doesn't help me at all to know how I will be graded	1	6.25%

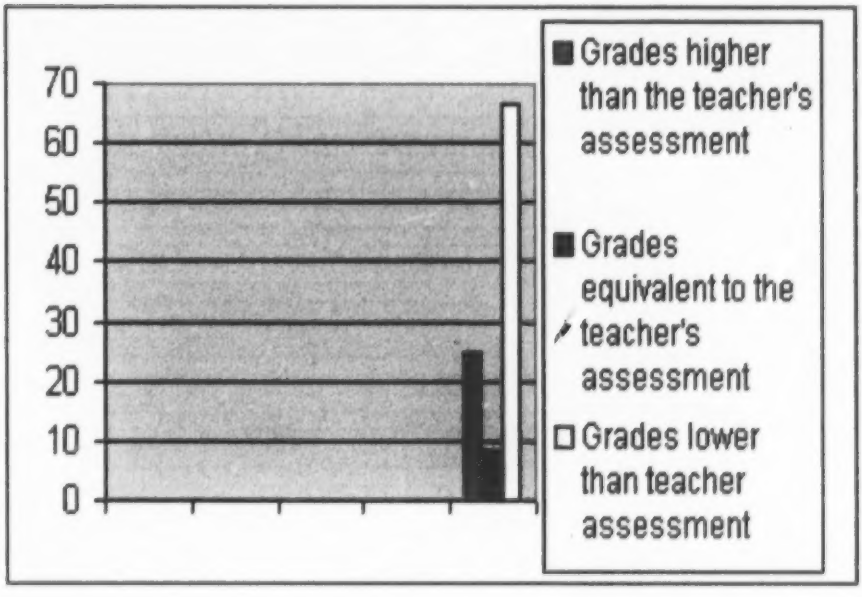
After determining the criteria for assessment, students then worked to complete the required task, using the rubric as a guide. Students were asked to evaluate their perception in each area of the rubric and the results were compared to the teacher's perception. An evaluation of the first assessment, "Famous Footwear Business Letter Rubric", revealed that 66.6% of the students responded with grades lower than the teacher's assessment, 25% responded with grades higher than teacher's assessment, and 8.4% percent responded with grades equivalent to the teacher's assessment. A copy of the "Famous Footwear Business Letter Rubric" is included in Appendix F and Figure 2 analyzes the datum.

The differential range between self-assessment and teacher assessment ranged from two points to fifteen points, with a seven point median. As the students received more

practice using the rubric as a guide, their assessment of their completed projects became more closely aligned with the teacher's perceived assessment.

Figure 2.

Initial student perception of rubric based assessment –October 4, 2001



The students continued to record their progress in reading by completing a self-assessment in reading bi-monthly (see Appendix C). This evaluation form served to note whether the addition of performance based assessments would change their interest in reading. After interpreting the datum, there did not seem to be a measurable change in their interest level, as demonstrated on Table 2. Only twenty-nine percent of the students indicated that their interest in reading had changed.

Table 2.

Inventory of Student Interest in Reading	Percentage of Students
Students noting a change in reading interest	71%
Students not noting a change in reading interest	29%

In order to measure what effect allowing the students a collaborative role in the development of rubrics and assessment tools had on the student's self-esteem, a student survey was administered (See Appendix G). This survey measured the difference between student reactions towards taking a standardized assessment as opposed to taking a performance based assessment.

Table 3.

Measurement of self-esteem between standardized and performance based assessment

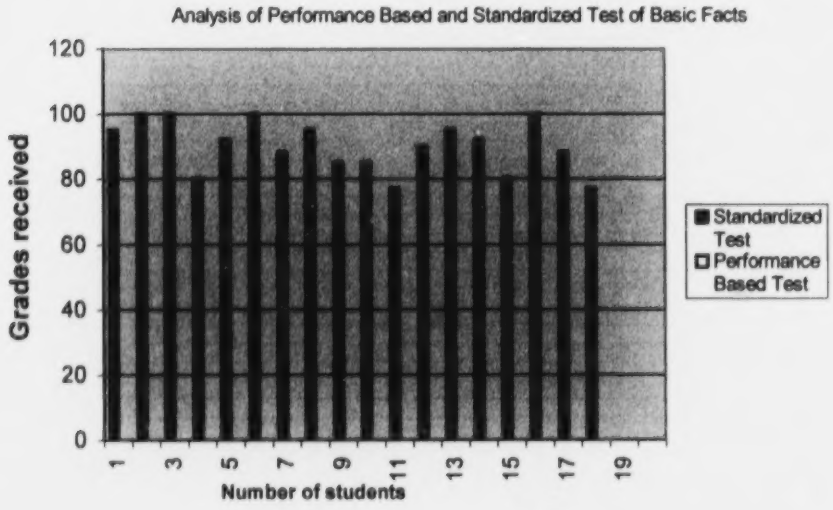
Criteria	Standardized assessment	Performance based assessment
Very nervous and afraid that I will not do well on the test	6.25%	18.75%
Slightly nervous and afraid that I will not do well on the test	50%	0%
Confident that I will do well, but still nervous	43.75%	25%
Confident that I will do well on the test	0%	56.25%

An analysis of the data, comparing the two types of assessments showed a significant contrast, as 81.75% felt confident when taking a performance based assessment, as opposed to 43.75% feeling confidence when taking a standardized assessment test.

In order to measure the validity of performance based tests, as opposed to standardized tests, the students were given the two types of tests and their performance on them was compared. Students were given a standardized test in math to measure their proficiency in subtracting and adding with three and four digit numbers. They were also given a performance based test, which measured not only their proficiency in addition and subtraction, but also their ability to provide an explanation of the reasoning process. The results of the performance based test directly correlated to the results of the standardized tests, in that the grades the

students received showed no more than a five point difference. After comparing the results, I determined that both assessments were necessary in mathematics: the standardized test to measure the product, which is the answer, and the performance based test to measure the process, which is the explanation.

Figure 3.



Many of the students' questions, when asked to complete a performance task in math such as explaining how to subtract with regrouping to a second grade student, relied heavily on their concern as to whether "spelling would count". I felt that it was important for the evaluation criteria in such a test to be determined and presented to the students before they were evaluated, so that it would measure the intended concept.

To determine whether the range between the teacher assessment and the student assessment had narrowed, I administered a final self-assessment for the student to complete on a performance based project. This project consisted of the students collaborating on a literature extension project that demonstrated their comprehension of a book that the class had recently read. Ninety-three percent of the students were able to determine their grade within five points.

A conference was held between the teacher and the students to obtain feedback regarding their reactions toward the application of performance based testing in the fourth grade. Seventy five percent of the students felt more comfortable with the performance based testing. Performance based testing was described as "creative and more fun", where "everyone can say their answer in a different way and still be correct", and "gives us a chance to be unique" . One student felt that it gave you a "chance to use your creativity and your mind at the same time", while "standardized tests don't give us a chance to be creative because they just want one answer". The one-fourth of the students who preferred the standardized tests felt that way because standardized tests "make you think", and "it is easier if it is a subject that you are good in".

I felt that it was also important to administer a formal questionnaire to the students to determine their perception of the validity of alternate authentic assessments (See Appendix H). Student reaction was one-hundred percent in favor of the validity of such assessments. Student responses were positive, pointing out to the evaluator the intrinsic rewards of allowing alternate assessments. Comments such as "your teacher can tell if you know the work on a performance based test", "it is more

fun", "making posters and things like that can help you learn by writing and drawing pictures", and "you can put your ideas into pictures or activities" were representative statements.

After evaluating the data and student reactions to performance-based evaluation, I determined that by allowing the students more opportunities to apply their knowledge on performance based tests, the students became more active participants in the evaluation of their work and a positive interaction in the evaluation process started. Feedback from the students addressed the positive features of allowing them the shared responsibility of their grading. As the facilitator, I was able to set the standards to which the students are able to aspire, and the relationship between teacher and class became more collegial and less hierarchical.

I was able to conduct informal interviews during parent teacher conferences to determine the parental reaction to the type of assessments the students were being administered, as well as their reaction to the students' involvement in the evaluation process. Many of the parents initiated the conference with references to the type of assessments that the students were being administered in my classroom. They were pleased with the mix of standardized testing and performance based testing, because it gave students an opportunity to demonstrate their knowledge in venues other than multiple choice tests. They also felt that after studying the material with their children, the children were generally knowledgeable about the areas that they had studied but lacked the long term memorization skills that are necessary on standardized tests. In addition, they felt that by allowing performance based

assessments, the children were able to express the material on a higher level of knowledge, being able to evaluate, as well as synthesize the material.

In conclusion, after analyzing all of the data, I was able to determine the validity of performance based assessments as an equitable measurement of student progress in fourth grade. Through the administration of performance based tests, the students became more focused in their work, were able to reflect on their learning activities and abilities, and developed a higher level of vocabulary through group conferences and self-assessments. Students felt a sense of accomplishment because they were able to see tangible evidence of their work as they analyzed their strengths and weaknesses, and made plans to address areas that needed strengthening.

Action Plan

As I reflect on the results of my action research, I can conclude that providing the students with performance based assessment strategies, such as role playing, diaries, posters, models, and puppet shows, allows the student a chance to demonstrate the mastery of the curriculum in a manner that allows for higher level thinking skills. In addition, during the process of the research assignment, I was able to chart the students' growth in self-esteem. I found that by having the students collaborate with the teacher to develop a rubric, the students became more focused on their assignment and were able to apply their knowledge of the material in a creative manner.

One of the most important outcomes of this study was that it reinforced my belief in the importance of self esteem in students. It made me more aware of the importance of

providing students time to observe, reflect, and interact with other students in all areas of the curriculum. Self-reflection is an essential component of alternative assessment because it enables the children to see tangible evidence of learning during the academic year. The students feel more comfortable working independently, knowing that they have completed the assignment to the best of their ability.

The concept of the importance and validity of providing time for self-reflection became more evident to me during this study, as I correlated the data. As I received feedback from not only the students, but also the parents, I realized that the students became more centered on their goals and developing work that was of higher quality than their previous assignments. I found that through the process of self-reflection, the student was able to set goals to aspire to and with teacher collaboration, the student will be able to apply these skills to creating goals that will develop higher level thinking skills.

Research has proven that the development of an effective assessment program is imperative, especially since nearly one-third of a classroom teacher's time is spent assessing and evaluating students (Ferrara and McTigh, 1998). By recognizing the importance of these statistics, along with studies which identify culture and social bias of standardized tests (Choat and Evans ,1992) it became more obvious that alternate assessments must be offered to students in order for them to feel success in school.

After an analysis of my data and assessment tools, I recognized the importance of becoming cognizant of the issue of equity in designing my own testing tools, and not to limit the focus of the tasks to linguistic skill areas. Anecdotal records, although time consuming, provided me with necessary feedback that I needed to show growth in the

student's skills, providing me with a more rounded record of each student's abilities and areas that may need modification or adaptation. Therefore, it is important to become more familiar with observational skills , while keeping detailed anecdotal records of the students. It is likewise important to become more familiar with evaluative tools through continued research, collaborative study, and self-assessment by the educator of the initial assessment process. In the future, I will continue to use methods such as checklists, anecdotal records, performance based assessments, logs as part of my classroom record keeping.

In addition, there were several unexpected outcomes, which made me realize the importance of determining the dominant intelligence of individual students, and the class. By being able to recognize these specialty areas, I was able to gear my lessons to focus on these areas, while striving to enhance those less developed areas of intelligence. Through the administration of alternate assessments, I learned more about the "whole child" who I was teaching. I was able to recognize artistic talents; talents of leadership in students who excelled in interpersonal relationships; musical and dramatic talents of others who were able to apply these special qualities to demonstrate their mastery of the curriculum which we were studying.

It is important for parents to be involved in the learning process of their children. Because some parents may not be aware of the differences between performance-based and standardized testing, I would introduce the concept at Back-to-School Night in September, to gain their support and to communicate my goals and procedures of performance based learning and assessment. At this time, I would provide models and an explanation of this procedure, emphasizing that the goal of performance based learning is to help the students

become motivated, independent learners who will be able to effectively apply their learning skills.

I would like to work with the special education teachers to collaborate on developing tasks, assessment lists, and strategies that will work for regular education, as well as special education students. By being able to collaborate with them, I will be able to learn new strategies to help all students become successful, independent learners.

As a result of my findings, I will continue to apply this manner of assessment with my students to ensure that they will be actively engaged in the evaluation process. I will continue to research professional literature, and collaborate with other educators within my district and other districts to develop assessment tools that are gender and ethnic equitable. As I continue to apply this process, I would like to develop a self-evaluation form that would measure the validity and equitability of my assessments. Also, I would like to develop a range of audiences for the students to communicate with so that their completed products, such as stories, graphics, skits, or essays will be recognized by others.

Appendix

Appendix A

Research Questions to Determine Validity of Applying Alternate Authentic Assessment Tools

Research Questions	Source 1	Source 2	Source 3
Will student's self esteem be raised as a result of providing collaboratively created rubrics and assessment tools?	Student Performance checklist	Parent feedback	Student interview/questionnaire
Will the collaboratively created rubrics provide a more valid and authentic measurement tool?	Questionnaire	Video/audio tape	Anecdotal records; student/teacher conference; Cumulative portfolios
Will authentic assessment strategies, such as role playing, creation of games, portfolios, provide an equitable measurement tool for the students in fourth grade at Sharon School	Rubric based assessments	Skills checklist	Standardized test/performance based test

Appendix B

Eight Paths to Learning
Check all that apply to you.

Naturalistic Intelligence:
____ My room has lots of natural objects in it.
_____ I like to collect things from nature.
_____ I am good at caring for pets.
_____ I love flowers and trees.
_____ I like to visit the zoo and gardens.
_____ I like to grow plants and flowers.

Intrapersonal Intelligence:
_____ *like to spend time alone.*
_____ I am different from other people.
_____ I think about my goals often.
_____ I know my strengths and weaknesses.
_____ I keep a journal or diary at home.
_____ I am independent.

Interpersonal Intelligence:
_____ People come to me for advice.
_____ I like group sports.
_____ If I have a problem, I ask other people for help.
_____ I like the challenge of teaching other people.
_____ I would rather spend time with friends than by myself.

Musical Intelligence:
_____ I have a pleasant singing voice.
_____ I like to listen to music on the radio.
_____ I play a musical instrument.
_____ I know tunes to different songs.
_____ I make tapping sounds or hum when I am studying.
_____ I can keep time with a musical instrument.

Bodily-Kinesthetic Intelligence:

_____ I find it difficult to sit for a long time.
_____ My best ideas come to me when am doing something like walking.
_____ I like to spend my time outdoors.
_____ I am well coordinated.
_____ I like to go on scary amusement park rides.
_____ I need to practice anew skill that requires movement, rather than reading about it.

Verbal/Linguistic Intelligence:

_____ Books are important to me.
_____ I get more out of listening to a tape than I do from the television.
_____ I am a good reader.
_____ I am good at word games.
_____ I have a mature vocabulary.
_____ English and social studies are easier for me than math and science.

Mathematical/Logical:

_____ I can easily add numbers in my head.
_____ My favorite subjects are math and science.
_____ I like to argue point with people.
_____ I like to do brainteasers.
_____ I am interested in new things that happen in science.

Spatial Intelligence:

_____ I like colors
_____ I like doing jigsaw puzzles.
_____ I have dreams at night that I remember when I wake up.
_____ I like to draw or doodle.
_____ I give good directions to people.
_____ I can put things together easily.

Appendix C

Student Self-Assessment--Reading

N = Never
M = Maybe
S = Sometimes
A= Always

Behavior	Oct.	Oct.	Oct.
I enjoy when we read as a group in class.			
I enjoy reading in my free time in class.			
I like to choose my own books to read.			
Reading is easy for me.			
I think that my reading is improving.			
I like to talk to others about books that I am reading.			
I think that my grades in reading are good.			
I think that my grades in reading are correct.			
I like multiple choice tests or comprehension questions.			
I think that my reading is improving.			
I like tests that let me draw my answers or allow me to express my opinion.			

My goal in reading

is:_____

_____

Appendix D

Name_____ Date_____

Assessment_____

Student Performance Checklist

Complete the following checklist, using a scale from 1 to 4.

After taking this test I felt like:

1	2	3	4	5
I struck out!	I made it to first base	I made it to second base	I made it to third base	I made a home run!

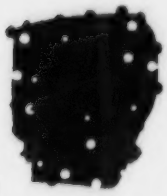
Comments:

Appendix E

Type of test

_____Standardized _____Performance Based

On a scale of 1 to 4, describe how you feel you did on this test.



1 I am confident that I did well.

2 I think that I did well, but made some errors.

3 I am confused about my progress on this test.

I feel that I did not do well on this test .

Appendix F

Famous Footwear Business Letter Rubric

Requirement	Student Assessment	Teacher Assessment
Correct spelling is used (10 pt.)	_____	_____
Correct punctuation is used(10 pt.)	_____	_____
Correct grammar is used (10 pt.)	_____	_____
Letter is neat (10 pt.)	_____	_____
Picture of sneaker contains advertising vocabulary (10 pt)	_____	_____
Business letter form is used: (20 pt.)	_____	_____
Inside address Return address Colon Closing		
Letter is written politely(10 pt.)	_____	_____
Letter contains information (10 pt.) about product	_____	_____
Work is handed in on time (10 pt.)	_____	_____
Total:	_____	_____

Rate your general feeling about the project:

I think that I did: (on a scale of 1 to 5, 5 being the highest)

1 2 3 4 5

Appendix G

Student Survey of Performance vs. Standardized Test Results

Name _____
Date _____

We have been using several types of tests since September

- Performance base (like the Lenape figures, drawing posters for eye safety)
- Standardized test (such as the tests you are given at the end of the unit in math)
- Teacher created (tests like the science test where you have to match the terms with the definitions.

I would like you to answer the following survey.

Read each question carefully and then circle the answer that honestly describes how you feel.

A. When I take a performance based test, I feel

1 Very nervous and afraid that I will not do well on the test

2 Slightly nervous, and afraid that I will not do well on the test

3 Confident that I will do well, but still nervous

4 Confident that I will do well on the test

B. When I take a standardized test, I feel

1 Very nervous and afraid that I will not do well on the test

2 Slightly nervous, and afraid that I will not do well on the test

3 Confident that I will do well, but still nervous

4 Confident that I will do well on the test

C. When I take a teacher made test, I feel

1 Very nervous and afraid that I will not do well on the test

2 Slightly nervous, and afraid that I will not do well on the test

3 Confident that I will do well, but still nervous

4 Confident that I will do well on the test

D. When I take a test

1 I want to know only the results of my test

2 I want to know the results of my test and discuss it with my teacher no matter how well I do on the test.

E. I feel that having frequent standardized tests :

1 Help me learn more about the subject.

2 Doesn't help me learn more about the subject.

F. I find that making up a rubric with my class

1 Helps me a great deal because I know how I will be graded

2 Helps me a little because I know how I will be graded

3 Doesn't help me at all to know how I will be graded

G. I find that when the teacher gives me a rubric about a project, it:

1 Helps me a great deal to know how I will be graded-

2 Helps me a little to know how I will be graded

3 Doesn't help me at all to know how I will be graded

H. Since we have been using different types of assessments in class, besides standardized tests, I feel:

1 More positive about my success in school

2 There isn't any change about my feeling about my success in school

3 I feel less positive about my success in school

Comments

Appendix H

Student Questionnaire Regarding Authentic Assessment Evaluation Strategies

Name _____

Date _____

Student Questionnaire:

Do you think that creating a game, role playing , drawing a poster, or assessments that are not just pencil and paper (writing answers only) can give me a true feeling of whether you understand the material?

____ Yes, I think that performance assessments such as those above can give my teacher an idea if I know the material.

____No, I do not think that performance assessments such as those above can give my teacher an idea if I know the material.

Please explain your answer.

_____

_____